



U.S. Department of Justice

Washington, D.C. 20530

September 30, 1997

To: Diana Fortuna
Domestic Policy Council

From: Nancy G. Miller *NGM*
Senior Counsel, Office of Policy Development
DOJ Liaison to the Federal Interagency Group on Service

Re: Responses to America's Promise Questionnaire

If you have any questions concerning the following, please call me at (202) 514-3116.

To date, what progress has been made in fulfilling your commitment?

The Department of Justice made five commitments in connection with the Presidents' Summit on America's Future. All of those commitments are either implemented or well on their way. For a description of the activities associated with these commitments, see the attached. Note that the commitment previously entitled "Get Involved America" has been renamed "Volunteer to End Youth Violence."

How is your organization keeping track of its commitments?

On a periodic basis, we check the status of implementation activities for each of the five commitment projects.

What resources within your organization have been used?

In most cases, existing resources are being used. An additional position was created for implementing one of our commitments.

What problems have you had in fulfilling your commitments?

We have had no major problems in fulfilling our commitments.

Are you currently working with strategic partners (e.g., non-profit organizations or foundations) to assist you in completing your commitments?

Yes. We have worked with a variety of strategic partners.

For our Youth Network project, we have worked with the National Crime Prevention Council, Boys and Girls Clubs of America, Big Brothers/Big Sisters, National League of Cities, MADD, United National Indian Tribal Youth, YouthBuild, and others.

Our Juvenile Mentoring Program (JUMP) provided grants to a range of local non-profit organizations to support one-on-one mentoring.

Our Drug Education for Youth (DEFY) program works with the American Legion.

The Public/Private Mentoring Alliance includes a broad range of partners, including Boys and Girls Clubs of America, Big Brothers/Big Sisters, Congress of National Black Churches, One to One, Save the Children, and a range of other federal agencies.

Our "Volunteer to End Youth Violence" initiative (formerly referred to as "Get Involved America") will be forming strategic partnerships as it develops.

Department of Justice

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Commitment: Youth Network. To promote youth service, DOJ committed to create the Youth Network to provide a forum for young people, national youth-serving organizations, and DOJ to exchange information and ideas about juvenile violence, volunteerism, delinquency prevention and victimization. Through a web site and national meetings, the Network will offer young people the chance to participate in local delinquency and juvenile justice programs and policies, as well as to contribute to the national debate on these issues. Partners will include the National Crime Prevention Council, Boys and Girls Clubs of America, Big Brothers/Big Sisters, National League of Cities, MADD, United National Indian Tribal Youth, YouthBuild, and others.

Action Steps Needed to Implement Commitment:

Timeline:

1. First national Youth Network "kick off" and organizational meeting in Baltimore, attended by the Attorney General, 35 young people ages 12 to 21, national youth organizations, and other federal officials, to discuss peer pressure, family violence, and increasing parent participation June 18, 1997
2. Develop and implement structure to permit on-going communication between organizational partners and youth members; create fact sheets and press releases July-Dec., 1997
3. Develop Youth Network web site as part of DOJ "Kids Page," to provide young people with information on crime prevention issues, activities, programs and resources, and enable them to share ideas on juvenile justice issues October 1, 1997
4. Hold national meeting of all Youth Network partners and youth members Winter, 1998

Commitment: Juvenile Mentoring Program (JUMP). DOJ committed to provide \$9.6 million to 52 new JUMP sites across the country, many of them in communities which attended the Summit, to support one-on-one mentoring for more than 6500 at-risk young people, more than doubling the previous number of sites in the JUMP program. The program uses community volunteers as mentors, and grantees coordinate with local schools.

Action Steps Needed to Implement Commitment:

Timeline:

1. Grants distributed to grantees at 52 new JUMP sites July 31, 1997
2. New JUMP sites in operation, providing services October 31, 1997
3. National training for all JUMP grantees November, 1997

Commitment: Drug Education for Youth. DOJ, working in partnership with the Departments of the Navy and Army and the American Legion, committed to expand the number of DEFY sites from 3 to 30, reaching over 1,000 young people. Using military role models to promote positive life choices and reduce the demand for illegal drugs, each DEFY site offers a summer camp program for about 30 children between the ages of 9 and 12 at a Navy, Marine Corps or other military facility. In the following ten months, the children are mentored by individuals from the local U.S. Attorney's Office, police department or local university, taken to special events, and taught the value of education, health and citizenship.

Action Steps Needed to Implement Commitment:

Timeline:

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| 1. | Funds distributed to local DEFY summer camp sites | July 1, 1997 |
| 2. | 26 DEFY summer camp sites in operation, providing summer camp opportunities to approximately 910 children | On-going |
| 3. | Identification of mentors and matching of mentors with individual DEFY participants, for follow-up mentoring and other activities | August 15, 1997 |

Commitment: Public/Private Mentoring Alliance. DOJ, with the Corporation for National Service, committed to convene a public/private mentoring alliance of federal agencies and private national organizations supporting mentoring activities. The alliance will disseminate information nation-wide on the value of and opportunities for mentoring, and explore the possibility of a training and technical assistance initiative to expand effective mentoring programs across the country.

Action Steps Needed to Implement Commitment:

Timeline:

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| 1. | Organizational and mission-setting meeting of all partners, including DOJ, Corporation for National Service, DOE, DOD, HHS, HUD, Treasury, Congress of National Black Churches, Big Brothers/Big Sisters, One to One, Mentoring Policy Council, President's Crime Prevention Council, Boys and Girls Clubs of America, Pillsbury Co., Office of National Drug Control Policy, Save the Children. | May 28, 1997 |
| 2. | Strategy meeting | July 3, 1997 |
| 3. | National satellite teleconference on Effective Mentoring Practices | Sept. 18, 1997 |
| 4. | Develop public information campaign in conjunction with McKean Erikson ad firm; establish mechanism for a national "800" number, which individuals who wish to mentor can call to be set up with a | |

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| local mentoring organization | Sept. 30, 1997 |
| 5. Develop literature on effective mentoring practices and other resource materials for local mentors and mentor coordinators | Oct. 31, 1997 |
| 6. Establish national mentor certification system | Jan. 31, 1998 |

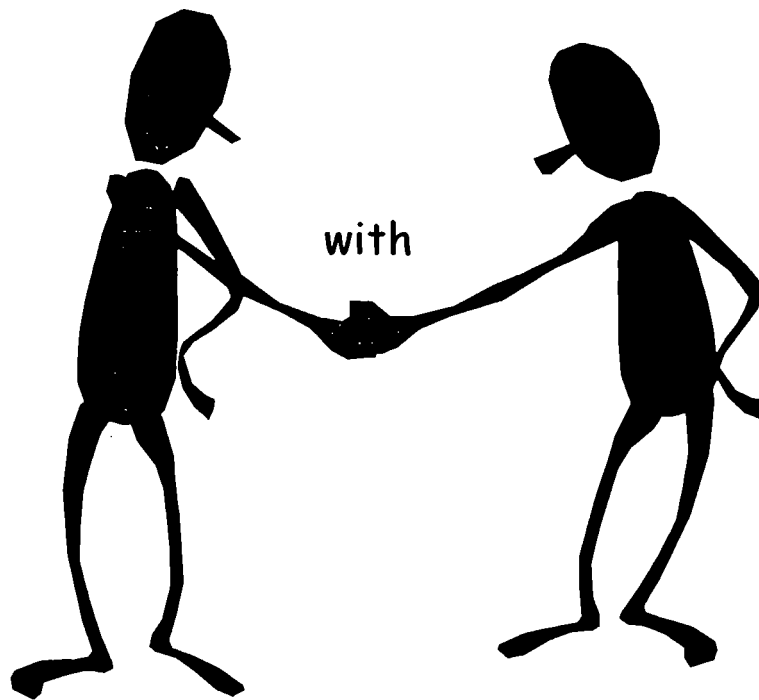
Commitment: "Get Involved America" Program. DOJ committed to help volunteers identify specific, practical steps that they can take to reach out to youth and reduce youth violence. DOJ will partner with community, education and law enforcement groups to create and distribute materials that will help them assist young people.

Action Steps Needed to Implement Commitment:

Timeline:

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| 1. Director assigned full-time to development of Get Involved America | Sept. 15, 1997 |
| 2. Create list of national organizations to be solicited for participation (e.g., public service clubs, religious associations, educational associations and youth organizations). | Sept. 31, 1997 |
| 3. Develop Get Involved America web site as part of DOJ "Kids Page" | October 1, 1997 |
| 4. Meet with 5-7 national service organizations, to explore partnership possibilities. | October 31, 1997 |
| 5. Work with national partners to develop literature, for distribution to the organizations' local affiliates, tailored to the specific needs and expertise of different audiences (e.g., law enforcement, religious organizations, neighborhood and community organizations). These materials would specify five realistic steps individuals and organizations could take towards reducing youth violence in their communities. | Dec. 31, 1997 |
| 6. Identify points of contact, within each national partner, who would be responsible for working with their organizations local chapters or affiliates to ensure that the local chapters receive and distribute the materials. | Dec. 31, 1997 |
| 7. Distribute materials to local affiliates. | March 15, 1998 |
| 8. Design web-page and data base to enhance and support local volunteerism efforts. | March 15, 1998 |
| 9. Evaluate success of initial outreach efforts and determine appropriate next steps. | May 1, 1998 |

Spend Time



America's Youth

A Model For Joint Adopt-A-School Programs
U.S. General Services Administration



ACKNOWLEDGEMENTS

GSA Administrator David J. Barram and Deputy Administrator Thurman M. Davis, Sr. have donated time out of their busy schedules to be both tutors and computer instructors and have set the agency example for support of this program.

Many GSA employees have made this summer program possible through generous donations of time and resources. It could not have been done without your help and support. I would like to thank the following organizations:

The Office of General Counsel, the Office of Management Services, Human Resources, the Office of Enterprise Development, the Federal Supply Service, the Office of the Chief Information Officer, the Office of Government-wide Policy, the Public Buildings Service, the Federal Telecommunications Service, and the Office of Congressional and Intergovernmental Affairs. Also the GSA Cafeteria and the General Services Employee Association.

I would like to thank the Department of the Interior for planning the field trips for our students this summer. We look forward to continuing to support each other in educating "at-risk" students in the years to come.

Special thanks go to all the speakers and tutors who have made the program both interesting and challenging for the students. Thank you to the sixteen mentors who have given so generously of their time and talents to work with each protégé. These mentors will continue to work with their protégé in the year to come. You are very special people and I thank you for your help and support.

There are four college interns who have made this program a success by working with the students every day. Thank you for your help with every aspect of the program including writing the model book. Katie Milligan, Alicia Jylkka, Shannon Anderson, and Claire Trask, you have done an outstanding job.

The STAY Committee has worked hard to put this program together and it could not have been done without all of you. A special thank you goes to Wendy Stoner and Maryanne Beatty, who have helped with program logistics from setting up schedules to planning the graduation.

Most importantly, I want to thank the parents of our students for entrusting your daughters to us this summer. Your children have enriched our lives.



SPEND TIME WITH AMERICA'S YOUTH EXECUTIVE SUMMARY

The Spend Time with America's Youth (STAY) Summer Program was created as a model learning program to serve GSA's adopted school in response to the Presidents' Summit for America's Future. GSA incorporated the five fundamental resources for youth outlined at the summit into three program objectives: 1) to provide consistent role models to foster personal development and increase self-esteem; 2) to improve communications and interpersonal skills; and 3) to instill a desire for learning.

Critical elements of the program included a "village" of support for the students created by the mentors, interns, program coordinator and parents, as well as the development of marketable skills such as computer proficiency. The students became proficient in such programs as Microsoft Windows '95, Netscape Navigator, Microsoft Word 7.0, Microsoft Excel 7.0, Microsoft PowerPoint 7.0, Lotus cc:Mail 6.02 and Microsoft Schedule+. The students also used an interactive academic software program, Writescape, which combined the development of oral and written communication skills with technology.

Our Adopt-A School, the Options Public Charter School of the Capital Children's Museum, serves the 100 most "at-risk" students in the DC area. These students are designated "at-risk" because they are all at least two academic years behind their peers and have been unable to succeed in traditional public schools. Options School personnel selected the program participants—eight young women ages 11-15—based on student essays describing why they wanted to be a part of the program.

To develop the program, a volunteer committee representing all parts of the agency was formed. This committee addressed such issues as the utilization of space, computers, peripherals, software programs, and meals for participating students. Four college interns, tutors, and computer instructors provided program instruction. The Department of the Interior organized many of the field trips for the students.

Results:

The students learned listening skills, respect, courtesy, and consistency in attendance and punctuality. They also learned computer software skills and explored the Internet. Two students were placed in jobs within GSA under the DC Summer Youth Employment Program. The students, parents, and mentors would like the program to continue during the school year. Many mentors plan to continue their relationship with the students now that the summer program has ended. The college interns and many GSA employees have expressed the desire to participate in a continuing program.

Lessons learned:

- Increase the summer program duration from six to eight weeks to provide more intensive training.
- Impose a minimum age requirement of 14 for program consideration. Enroll the students selected for next year's summer program in the DC Summer Youth Employment Program. Modify the STAY Program into a work/study program, so that students can transfer skills learned in the program sessions to a work environment.
- Use a 1:1 or maximum of 1:2 ratio of students to interns and volunteers.

Goals:

- Create programs in other agencies for disadvantaged youth based on the Spend Time With America's Youth Program Model. The program should incorporate the America Reads initiative.
- Have the Department of Education take the lead in nationwide implementation of this program. GSA will provide support.



**THE U.S. GENERAL SERVICES ADMINISTRATION
IN PARTNERSHIP WITH
THE DEPARTMENT OF INTERIOR
A MODEL FOR JOINT ADOPT-A-SCHOOL PROGRAMS**
Spend Time with America's Youth (STAY) Summer Program

STAY PROGRAM BACKGROUND

GSA Administrator David J. Barram announced that the GSA Central Office would adopt the Options Public Charter School of the Capital Children's Museum at a Computers-to-Schools donation ceremony in March 1997. Simultaneously, work was underway on The Presidents' Summit for America's Future. At the conference, President Clinton asked for a nationwide volunteer commitment to ensure that all of America's youth have five fundamental resources:

- an ongoing relationship with a caring adult;
- a safe place to grow and learn;
- a healthy start;
- a marketable skill through effective education;
- an opportunity to give back through community service.

The GSA Spend Time with America's Youth (STAY) Program was developed in response to the Presidential initiative. This six-week summer program was designed to support students from GSA's adopted school. Twenty-three students from the Options School were nominated by their teachers to be considered for program participation. The students were selected based upon teacher and counselor recommendations as well as their essays explaining why they wanted to participate in the GSA STAY Program (see Appendix C for further information on the selection process).

Eight children, all African-American young women ages 11-15, participated in this six-week program. The program met from 8:00 A.M. to 12:45 P.M. every Tuesday, Wednesday, and Thursday between June 24, 1997-July 31, 1997. Two days a week were devoted to language-enhancing software programs, a typing aid, and a variety of computer programs such as cc:Mail, Netscape Navigator, Microsoft Word 7.0, Microsoft Excel, PowerPoint, Windows '95, Netscape Mail, and Microsoft Schedule+. One of the three program days each week was designated as a field trip day. The interns and students went to the Washington Monument, the Corcoran Gallery, a Department of Interior lecture, the Woodbridge Wildlife Refuge, and on a tour of the White House. The last day of the program was celebrated by a "Follow your Mentor to Work" activity in the morning followed by a lunch party.



The primary objectives of the GSA STAY Summer Program were:

- to provide students with strong, consistent role models to foster student development and self-esteem,
- to improve communication and interpersonal skills, and
- to instill a desire for learning.

Instrumental in this program have been a GSA Program Coordinator; a volunteer STAY committee of 10 GSA employees representing different parts of the agency; four college interns from the Capital Children's Museum; GSA employees serving as mentors, tutors, and guest speakers; and a curriculum specialist.

Logistics

- This program received tremendous support from various GSA offices in the use of computers, furniture, office space, phones, software, and peripherals. Computers were donated to the school under the Computers-to-Schools Program, and the school obtained private donations of software.
- Transportation for the students was covered by the Options School, which purchased summer school student MetroBus tickets at a reduced rate.
- The internships were unpaid positions.
- Each student's breakfast and lunch during program days throughout the six-week program was paid for with funds contributed by the General Services Employees Association.
- Mentors paid for any lunches they went on with their protégé outside the cafeteria on program days, and for two weekend outings during the course of the six weeks.
- The miscellaneous expenses for the final party on the last day of the program, film development of pictures of student outings, frames for certificates, etc. were paid for by a private donation.

Legal Issues

The implementation of an Adopt-a-School program involves the consideration of such issues as: the appropriate use of agency resources, agency/employee liability, donations of



goods and services, and policy guidelines applicable to mentor/protégé outings. The agency program personnel had to continually consult with GSA's Office of General Counsel throughout the program in order to adequately address these issues. Your agency may also have special prohibitions or legal constraints based on your mission. In GSA's case, a business partnership with a phone carrier to facilitate Internet use was deemed inappropriate due to legal constraints over sole source issues, since GSA is responsible for procuring goods and services for the government.

- Volunteers' use of work time for an agency-supported volunteer program is defined in GSA Regulation Guidebook (see Appendix A). Supervisors may grant up to 52 hours of Administrative Leave each calendar year to participate in agency-sponsored volunteer activities.
- Liability for personal injury of students on their way from home to GSA and within the GSA building were determined by the legal department to be no greater than those of any visitor or non-GSA employee. STAY Program students were escorted by either the summer interns or a GSA employee when moving through the building.
- Liability for field trips and transportation was addressed by a field trip/medical permission slip signed by parent(s) or a guardian (see Appendix A).
- Policy guidelines applicable to mentor/protégé outings are designed to minimize employee/agency liability. (See Appendix A for mentor outing guidelines and sample permission slip.)

Interagency Communication & Volunteer STAY Committee

The GSA Program Coordinator worked with the school director on program design and student selection. A GSA Volunteer committee was developed, termed the STAY Committee. It was comprised of 10 GSA employees from different areas within the agency based on their talents and program expertise. An attorney and a representative of the Chief Information Office were assigned to the committee to assist with program logistics. The committee spent about six lunch hours determining how to set up the program and committee members talked to each other as necessary.

To increase resource use, nearby agencies were contacted by GSA to determine if liaisons would better serve the students and programs. The Department of the Interior (DOI) and the Office of Personnel Management (OPM) were invited to attend committee meetings and to join with GSA in this program so that all three agencies could support each other and their respective adopted schools. DOI designed, sponsored and provided transportation to a number of field trips for their youth programs, three of which GSA



STAY students attended (see PROGRAM STRUCTURE section). The Office of Personnel Management is considering the scope of their contribution to the program.

Personnel Requirements

The Adopt-A-School Committee determined the following personnel needs:

- *College Interns*

The Capital Children's Museum recruited four college interns to assist with program logistics and supervise the students, help develop and teach lesson plans, and maintain communication with parents. One intern worked with the student applicants before the start of the program and performed organizational and administrative work throughout the program duration. The GSA STAY Program had a 1:2 ratio of interns to students on both "regular" program days and field trip days. For the use of the Federal agency employee designated as STAY program manager (and for the use of interns themselves), we have included Appendix C: Intern Manual that elaborates on interns' responsibilities and duties in the program.

- *GSA Program Coordinator*

This year, the coordinator designed and developed a program since there were no prior models. The GSA Program Coordinator had a variety of responsibilities, which included being the liaison between the agency, school, parents, mentors, and tutors. Supervision of the overall program and encouraging involvement from other agencies were other dimensions of the job. The coordinator met with the school and agency officials to determine the program structure and how to best match the needs of the students and the school with the resources of the agency(s).

Based on that information, the coordinator determined facility and equipment needs and prepared the computer and conference rooms. The coordinator went to different organizations to request space, equipment, and phones and discussed donations of breakfasts and lunches with the General Services Employees Association and GSA Cafeteria. The GSA Clinic Doctor and nurses offered to donate a medical checkup for each child; due to liability issues, however, we were unable to provide this service.

It was the responsibility of the coordinator to assemble a committee to run the program. This committee broke into groups of two to obtain information on mentors and to write an announcement requesting volunteer mentors, tutors and speakers. Committee members scheduled speakers and tutors, and planned graduation and award activities. The coordinator planned separate meetings for the committee members, mentors, and interns and also handled phone calls with parents to create a "village" of support for the students.

The graduation activities were set up by the coordinator in conjunction with the Office of the Administrator, the Office of Public Affairs, and the Office of Congressional Affairs.



Ceremony programs, plaques, and student scrapbooks were designed and put together under the coordinator's direction. One of the most important aspects of this program was working with the college interns to create this program report containing all the research, legal requirements, forms, curriculum, and information collected in developing the program.

- *Mentors*

Mentors were an essential part of the program. Their purpose was to provide a significant, positive role model for their protégé and to assist their protégé with the development of interpersonal and communication skills. Mentor/protégé matches were made based on interests that mentors and students had in common, whenever possible. We assigned two mentors to each student due to potential travel or vacation conflicts and because a student might relate to one mentor better than to the other. In initial discussions with the mentors, we encouraged them to consider this a long term (two-year) relationship and provided them with information on mentoring (see Appendix D). **Obtaining a commitment from mentors earlier would have been advantageous. A call for mentors needs to be announced six weeks prior to the start of the program. Once a target group has been identified and materials have been prepared, frank discussion on the pros and cons of the mentor responsibility would help identify the most appropriate mentor population. Establishing guidelines on what mentors would and would not be responsible for, as well as defining protégé responsibilities, should be done by the second week of the program.**

- *Tutors*

Tutors were recruited to teach computer software and language skills during the half-hour that is devoted to curriculum. Tutors were deemed necessary because a 1:1 ratio of students to adults (comprised of interns and tutors) enables the students to have individual assistance while learning and mastering a variety of concepts. The students are at different levels and therefore one group lesson plan or teacher would be ineffective. Tutors should be recruited at least one month prior to program startup. A follow-up informational letter about the adopted school and/or the STAY Program student population, the daily time-frame for curriculum programs, and specific lesson plans should be sent (either electronically or by mail) to interested respondents. **The tutors should be given clear guidelines of what software will be used, information on the academic capabilities of the students, and a software program orientation.**

- *Speakers*

Speakers were recruited through a call to volunteers in our internal electronic house organ GSA Update. They were contacted and scheduled by a member of the program committee. The primary purposes of the speakers were to discuss the importance of



obtaining education and skills, to provide role models in their field, and to raise the students' awareness of career choices. Speakers need to be focused on very specific areas and should talk in concrete terms; for example, "I needed a college education to become a librarian." **Next year, the Administrative Intern should be responsible for scheduling speakers based on a list compiled by the committee a month prior to program startup (see Appendix C).**

- *Counselor*

In selecting the students to participate in the program from all those nominated, the interns were advised by an independent counselor who works with Options School students a few days a week. The counselor advised the interns about which students were the best-equipped emotionally to handle the demands of this program. The counselor also discussed what behavior modification techniques would be the most successful for this particular group of students. The counselor attended the first bimonthly mentor meeting to facilitate discussion about effective methods to handle inappropriate behavior and the boundaries of the mentor-protégé relationship. **We recommend consulting a counselor or psychologist who is familiar with the students in your adopted school (or at least the general background of the school's student population) regarding the stability of the student candidates and appropriate behavior management and modification techniques.**

The Adopted School

Options Public Charter School, which is sponsored by the Capital Children's Museum, is a model charter school for at-risk youth in the District of Columbia. Options School provides an alternative learning environment for underachieving students who are at high risk of dropping out of school. Students are referred to Options because their academic skills are two to three years behind grade level, because they have lost their motivation to learn (as evidenced by poor attendance or uninspired attitudes), or because their teachers, counselors, or parents do not think they have the maturity to succeed in traditional middle schools.

The adopted school (Options School, in this case) plays an integral role in the STAY Program. School faculty needs to keep parents and students informed throughout the year of the opportunities this program can provide so that students will be interested in applying for the program. In order to do so, the administrators, counselors, and teachers must be well-informed of the opportunities and advantages the program offers. This requires continued communication between the Federal agency and the adopted school. If the STAY Summer Program becomes a work/study program, it would also be the school's responsibility to ensure that all program nominees simultaneously enroll in the Summer Youth Employment Program (see RECOMMENDATIONS Section).



School faculty serve as a support structure for the personnel directly involved with the children and provide information to program staff and interns. The adopted school administrators, teachers, and counselors have a significant role in determining which students are chosen to participate in the program. The teachers all share the role of nominating students who will benefit the most from this type of program and who can maturely handle a professional atmosphere. The administrators are responsible for encouraging the nominated students to complete the application form and essay on time. The comments of all school faculty are taken under consideration in the selection process. The counselor provides information to GSA for student participant profiles after protégées are selected. It is vital that all administrators, counselors, and teachers work in cooperation with the interns to compile complete participant profiles.

Orientation Meeting

Once the students have been selected, the federal agency and school personnel should hold an orientation meeting at the program site for the parents and students. Present should be the Federal agency program managers, adopted school representatives, mentors, tutors (if available), parents, students, and interns. The purpose of the orientation meeting is to:

- allow the protégées and their parents to meet their mentors
- allow the parents to see firsthand the facility and have their questions answered
- introduce the interns to the mentors, parents, and any students they did not meet
- enlist parental support by explaining rules and guidelines
- have a liability waiver and participation contract signed by parents and students
- distribute informational packets about the program to mentors and parents (see Appendix D: Sample Mentor Packet & Appendix E: Sample Parent Packet)
- allow the students to feel secure their first time in an unfamiliar surrounding
- give the students a “dry run” on how to get to the agency building.



PROGRAM STRUCTURE

Daily Schedule

The daily schedule below reflects two out of three days of a program week. The third day is devoted to field trips. What follows is a “regular day” in the agency computer lab.

<u>Time</u>	<u>Activity</u>
8:00 a.m.	Arrive at GSA
8:00-8:35	Breakfast
8:35-8:40	Morning meeting
8:45-9:00	Check & respond to e-mail
9:00-9:30	Curriculum (Writescope)
9:30-10:00	Typing Tutor
10:00-10:30	Guest Speaker Presentation
10:35-11:30	Computer Lesson
11:30-11:40	Journal writing in Microsoft Word
11:40-12:00	Internet free time
12:00-12:45	Lunch with mentors

- *Arrive & Have Breakfast*

The interns meet the students in front of the agency or in the building lobby. The students are then escorted by the interns to the cafeteria and are supervised during meal times.

- *Morning Meeting*

Students are briefed on the day’s activities, including the guest speaker’s topic and the computer lesson.

- *cc:Mail*

The protégées utilize this time to communicate with their mentors.

- *Writescope and Typing Tutor*

Writescope is the software program used by the students for a half-hour each morning. It requires individual assistance and thus volunteers should be recruited to tutor at this time. Mavis Beacon Typing Tutor, a self-instructional software program used to improve the students typing abilities, is also used for a half-hour each morning. (See Curriculum for more information on both programs.)

- *Guest Speakers*

Ground rules and behavior expectations must be established prior to the first scheduled speaker presentation. It is helpful to explain to the students in the daily overview the position of the speaker and the topic of the discussion, and to emphasize that the speaker



has volunteered time from a busy work schedule to share experiences and information with them. Speakers were scheduled for two of the three days a week the program met. The best time frame for a presentation was approximately 15 minutes, followed by 15 minutes of discussion. A longer period of time was found to overwhelm the students and surpass many of their attention spans.

Speaker topics included:

- Experiences abroad during college years
- Women and minority owned businesses
- Determination in self-education
- Field of technology and computer-related careers
- Security-related careers
- How military experience can open opportunities for funding college education
- Media technology and media-related careers
- Public speaking skills
- Perseverance through hardships relayed through the speaker's personal experiences of inner-city life
- Discussion of the meanings of "mentor" and "protégé"
- Student oral presentations on Internet-researched topic
- Nutritional cooking

We recommend that speaker topics be in accord with expressed interests of the students (i.e. one of our students was interested in owning her own business, thus the topic 'women and minority-owned businesses'). The students responded well to moving the discussions to the professional offices, or rooms outside of the those in which they normally work. The students enjoyed the chance to see what a professional office looks like and how it is run. The office environment also helped to establish a certain decorum and understanding of respect for the speakers, the space in which they work, and the jobs that they perform. The students responded well when visuals and/or hands-on experience (for example, using equipment at the media center) were included in the session.

- *Computer Instruction*

A maximum of a fifteen minute instructional overview at one computer station should start the lesson. Each student should receive a copy of the lesson plan in assignment sheet form (see Appendix B for assignment sheets). After the overview, each student should return to his/her own computer and perform the exercises on the assignment sheet to get hands-on experience. The student to intern/volunteer ratio should be one-to-one during this time so that each student can have an 'assistant' to work with them on the assignment sheet. This format leaves the computer instructor free to circulate the room and assist students if extra help is needed after the overview.



- *Journal*

Each student kept a journal in a Microsoft Word file. Writing journal entries every day reinforces spelling and grammar concepts, and gives the student further practice in word processing and typing. It also helps the students reflect on their experiences during the program.

- *Free Internet Time*

This time is left open to the students to 'navigate the net.' It is suggested that the students be monitored during this time, and that appropriate sites are discussed in advance. Encouragement by the interns, volunteers, and mentors to search for educational topics on the Internet is helpful.

- *Lunch with Mentors*

The location for mentors and students to meet for lunch should be clearly announced to both mentors and protégées and kept consistent. The mentors can then take their protégé to the cafeteria or elsewhere for lunch. Mentors should notify the interns in advance (by e-mail or phone) if they will be unable to attend lunch or will be late.

- *Going Home*

Students may be escorted out of the GSA building by either the interns or their mentors.

Field Trips

Field trips were designed to maximize students' exposure to a variety of cultural, historical, and entertainment activities. Ours included:

- Photography lesson on the Smithsonian Mall and Washington Monument tour
- Youth Employment Program orientation at the DOI
- Visit to the Corcoran Gallery and a picnic lunch
- Trip to Woodbridge Wildlife Refuge with DOI
- White House tour with DOI
- "Follow your Mentors to Work" Day, followed by surprise party

Students responded exceptionally well to the photography lesson and to the visit to the Corcoran Gallery (which had teenage artists' work on exhibit).

Facilities And Equipment

The GSA STAY Program utilized two rooms inside the agency: a conference room and a computer lab. The conference room served as the location for the daily overview, meetings with guest speakers, student presentations, and discussions. This program requires that each student has his/her own computer on which to work in the computer



lab. The ideal computer facility separates the students into cubicles so the children have their own work spaces and are not distracted by each other.

All eight Pentium computers in the GSA computer lab were equipped with these programs:

- Windows '95
- Microsoft Word 7.0
- Microsoft Excel 7.0
- Microsoft PowerPoint 7.0
- Netscape Navigator 3
- Lotus cc:Mail 6.02
- Netscape Mail
- "Writescope"
- Mavis Beacon Typing Tutor 5.0

Curriculum

The 1997 GSA STAY program dealt with students who were at least two academic years behind their peers. Although the students worked on academic software each morning for half an hour (on concepts that were reinforced during some computer lessons) and the computer skills they learned can arguably be termed academic, our program did not place an emphasis on standard school academics. The best idea is to examine the program's objectives and the academic levels of the student participants to decide whether or not specific academic goals are necessary.

The curriculum objectives for this STAY Program were to develop the students' oral and written communication skills, and thus enhance their interpersonal skills. This was achieved in several ways; both through interactions with mentors and interns, and through the use of software programs. The students used Writescope, an academic software program, for thirty minutes twice a week. This program allows students to work on various aspects of language development in three sections: Think and Plan, Read and Understand, and Write and Speak. The software program content includes such concepts as finding the main ideas in sentences and paragraphs, using context and punctuation clues to derive meanings of words, punctuation, spelling, subject/verb/pronoun agreement, and better ways to read for understanding. (See Appendix B for informational packet on Writescope.)

A second curriculum objective of this program was to give the students a marketable skill, such as computer program proficiency. Computer instructors gave lessons on the various software programs installed on each computer (see Facilities and Equipment). The most effective computer lesson format was a ten to fifteen minute introduction to the program



with all the students gathered around one computer monitor. Immediately following the lesson, the students went back to their cubicles and completed an assignment sheet with guidance from a tutor or intern (see Appendix B).

Achieving the second curriculum objective also involved exposing the students to word processing and improving their typing skills. "Mavis Beacon Typing Tutor 5.0" is a wonderful, interactive software package that allows the students to learn about typing in a way that is fun. "Typing Tutor" is an interactive program, using virtual reality graphics, a talking typing instructor (Mavis herself) and score sheets so the students can track their progress. Individual tutors are not required, but students should be monitored closely to see that they are not always playing typing games. Tutors and interns should circulate through the room at all times to help students stay on-task.

Mentors

The role that the mentors played was a vital part of this program. The mentors provided and modeled appropriate behavior for the protégées. The majority of mentors were African-American and provided the protégées with exposure to educated, successful role models. Mentors also discussed education and career goals with the students, spent time learning their interests, and shared some of their own experiences. Mentors worked with the interns to hold the protégées accountable for their behavior and to encourage the protégées to work hard on assignments.

Mentors had lunch with their protégées twice a week on program days. The mentors contacted parents and arranged two outings with their protégé over the course of the six weeks. While there was not necessarily a financial commitment, the mentors paid for any lunches outside the agency cafeteria and for any expenses included in the outings with their protégé. Most mentors made the effort to stay in touch with their protégé's parents or guardians.

- *Bimonthly Mentor Meeting*

Besides discussing logistical planning of program events (such as the last day party and graduation ceremony), the bimonthly meetings proved to be good outlets for the mentors to compare notes on the progress of their protégées and share techniques for effectively handling difficult situations. At the first bimonthly mentor meeting—which took place at the end of the first week of the program—mentors wanted to know how to describe their position (i.e. exactly what were their roles as mentors and what was considered overstepping boundaries). A counselor from Options School attended the first bimonthly mentor meeting to facilitate discussion on how to reinforce appropriate behavior and discourage inappropriate behavior. For example, some things to consider:

- What can mentors say to discourage objectionable or offensive subject matter?
- How can mentors reinforce good behavior and discourage inappropriate behavior?



- Should mentors work in collaboration with the interns to make their protégées accountable for their behavior throughout the day (should they be made aware if their protégé behaved inappropriately during a guest speaker or computer lesson)?
- How do mentors explain to their protégé exactly what their role is as a mentor, and/or how do the students know what is expected of them as a protégé?
- What should mentors do if they suspect their protégé has a real emotional problem or dysfunctional home situation?
- Should mentors correct consistent bad grammar?

Graduation Ceremony

Parents, mentors, tutors, speakers, the STAY Committee, school officials, interns and other GSA and DOI employees attended the ceremony in the GSA Auditorium on August 7, 1997 at 10:00 A.M. Hosted by GSA Administrator David J. Barram, the graduation ceremony's guest list includes the Honorable Eleanor Holmes-Norton, DOI Deputy Secretary John Garamendi, and General Colin Powell.

Awards, certificates and framed inspirational sayings were presented to each student. A scrapbook was made up for each student that included a letter from their mentor, a letter from the interns, and photographs of group activities and field trips during the six weeks.

RESULTS

The program has been deemed a success based on specific areas of accomplishment related to the three program objectives.

To provide strong, consistent role models to foster personal development and to increase self esteem.

- The mentor relationship was one that was important to each protégé and one that they looked forward to each day. The students spent the first 15 minutes of each day sending cc:Mail messages to their mentors, letting their mentors know that they were in the computer lab and were looking forward to their lunch plans. Many mentors came down to visit their protégé in the computer lab over the course of the morning. Mentors took their protégé to their offices to show them where they worked and to expose them to another work environment. The weekend outings provided an opportunity for the mentors to meet their protégé's parents (or guardians) and to foster a closer relationship with their protégé. **The protégées looked forward to and responded well to the special time with their mentors.**
- Most mentors decided to continue their relationship with their protégé after the program ended on July 31, 1997.



To improve communication and interpersonal skills.

- Mentors, tutors, speakers, and the interns modeled appropriate behaviors for the students in terms of listening skills (one person talks at a time), eye contact, oral communication skills (especially expressing feelings or thoughts in an appropriate manner), and general courtesy. The interns worked on language and writing skills with the protégées on an individual basis. The students were also exposed to appropriate workplace behavior through their daily interactions with their mentors, the constant contact with various agency offices and professional people (guest speakers, computer instructors, etc.), and the "Follow you Mentor to Work" activity. **Some students exhibited tremendous improvements in their oral communication skills and attitude.**
- "Writescope," a language software program, was used by all students to improve grammar, language, spelling, and punctuation. Individual journals were kept by each student in Microsoft Word to reinforce these concepts.
- The students were exposed to a variety of speakers and began to practice basic listening skills, i.e. not to interrupt, to respect other points of view, and to be attentive. **They learned to take turns asking questions, speak clearly, listen respectfully, and fully participate in discussions.**

To instill a desire for learning.

- The students slowly understood the importance of punctuality and began to arrive on time, anxious to begin their day. After the first week and a half, punctual attendance became consistent as the students settled into the program. The students looked forward to field trips and learned to behave appropriately.
- Time on the Internet was viewed as a real reward and the students were extremely proud of their oral presentations (on a topic they researched on the Internet). The students loved the computer lab and having their own "office space." They were enthusiastic to try and master any demonstrated computer program. The students became proficient at simple word processing and in a variety of computer programs. **All students asked several times if they would be able to continue learning about computer programs during the school year.**
- Two of the students worked in GSA offices directly following their morning sessions. They were enrolled in the D.C Summer Youth Employment Program and put their skills to use at GSA, rather than elsewhere. The two students were eager to apply what computer skills, etc., they had learned during the program morning sessions to their clerical jobs in the afternoon. Before the transfer was arranged, however, one student said she would quit her job before she would stop coming to the program.



- **All students said they would like to participate in the program this fall and want to be in next year's summer program.** One student said she really appreciated "the education part of the program."

Based on the improvements we saw in the students and the support we received, we recommend that the program continue and expand.

NEXT STEPS

- The program should begin July 1 and end just prior to Labor Day, increasing the program duration to eight weeks. This is recommended because there is an initial adjustment period and because the program needs to be a bridge to the school year, maximizing the computer training time and minimizing the down time before the students can apply what they learned in the program to their school work.
- The program should continue into the fall to become an "after-school" program. One half-day each week during the school year, the student participants should report to the agency for continuous computer training and to work with mentors. High school students from another agency's adopted high school could be brought in during these after-school sessions to learn computer skills and to act as peer mentors.
- The STAY Program should be modified to focus on 14 and 15 year-olds, and become a work/study program. We recommend this because we saw the greatest attitude and interpersonal communication skill improvements in the two students that were also working in the agency. Further, the younger three students were just not mature enough to handle the program environment and were frequently disruptive. A work/study program format will enable the students to apply skills learned in the morning STAY Program sessions to a supportive work environment within the agency. Afternoons in the workplace will reinforce appropriate behavior and provide more meaningful relationships with professional people who can serve as role models. Further, the guest speakers' topics regarding secondary education and career choices *and* the computer training in marketable skills will be much more applicable to students who are already employed.
- As a prerequisite to program participation, we recommend the adopted school students enroll in the DC Summer Youth Employment Program. Thus the STAY Program could evolve into a work/study program with no increased cost to the agency, because the Summer Youth Employment Program is a project of the Mayor's office (and therefore funded by the DC government).



- Create programs in other agencies for disadvantaged youth based on the Spend Time with America's Youth Program Model. The STAY Program should incorporate the America Reads Initiative.
- Have The Department of Education take the lead in nationwide implementation of this program. GSA will provide support.
- Develop an agreement with software manufacturers to allow agencies to transfer existing software that is of an educational nature onto computers donated to schools.



REFLECTIONS

Towards the end of the STAY program, questionnaires were sent out to mentors and parents so that they could have a chance to voice their opinions about the overall successes and failures of the program (see Appendix A for questionnaires). Grouped below are some praises, concerns and suggestions followed by specific quotes when applicable. The program coordinator and interns also received input from the students on their feelings about the program, and the student comments are included in this section.

Mentors

- **Most of the mentors found the program to be too short and suggested not only extending it to a full day (instead of just 8am-1pm) but having it meet five days a week instead of only three.** -“Overall, I believe the program itself should be longer. It takes time to build a relationship, and I don’t feel that two hours or less a week for six weeks is sufficient. There needs to be more time to allow the relationship to grow.”
- **Many mentors suggested having more group activities at the beginning of the program so that the mentors and protégées could start getting to know each other in a more comfortable environment.** -“I think if there were some training classes or brown bag lunches that we could attend together, it may be a good way to allow the mentor/protégé relationship ample time to grow in a comfortable atmosphere.”
- **Mentors felt that more time in the daily schedule should be allotted for one-on-one mentor/protégé activities and that the interns could encourage mentors to become more involved during the scheduled daily group activities.** -“Let us know when speakers come in to be with them, and we can become part of their programs.” -“Invite mentors to go along on some of the shorter field trips, or to just spend half and hour to an hour with them in the computer lab helping them with their projects.”
- **Some mentors suggested allowing protégées to spend more time with them in their office environment.**
- **Some mentors (especially the males) wanted issues of liability addressed.** “Much more effort should be done to reduce, if not eliminate, the liability of mentors with respect to outside activities. There should also be guidelines established for the mentors explaining what they can and cannot do on the outings. I am especially concerned because my protégé is a female about whom I know very little in terms of



any emotional or psychological problems she might have. Consequently, I feel even more vulnerable than most of the other mentors who are female with female protégées.”

- **Many of the male mentors had concerns regarding having a female protégé.** -“I would like to continue mentoring in the future, but I would prefer to mentor a boy.” -“I am quite clear about my role as a mentor, however I am not comfortable with the fact that we are not the same sex...I find myself not wanting to be with this child unless another female is present.”
- **Almost all of the mentors expressed the desire to continue the relationship with their protégées into the fall.** The two that did not were males (one quoted above), who specified that the reason they wished to end their current relationship was not because they were unhappy with the program itself; rather, it is because they preferred to have a male protégé.
- **All mentors said they would recommend this program to some of their colleagues at other agencies, and one said she already had.**
- **All but one mentor believed that the STAY program was a responsibility that was not too hard for them to manage.** -“I believe that if you are committed to being a ‘good’ mentor, this [STAY] program should not be a problem.”
- **All mentors expressed the desire to be more in touch with the parent(s) of their protégé, and a suggestion was made to have a weekly parent/mentor phone conversation.** -“This (parent/mentor) contact is absolutely necessary.” -“I think any type of contact may improve or enhance our relationship.”
- **Most of the mentors felt the interns were doing a good job at keeping them abreast.** -“I have used the interns as sounding boards, counselors, and as my eyes and ears when I am not around.”
- **One mentor suggested that the ratio of interns to students be decreased from 2:1 to 1:1 to give the students even more individual attention.**
- **Another mentor commented on the fact that she thought the interns needed to be persons who were more in-touch with the lives of the inner-city children involved in this program.**



Parents

- **All the mothers said that they found their child to be excited about the STAY Program and that if it were offered again next summer, they would want their child to be a part of it. –“I think my child is very excited about this program because she shows incentive and her attitude has changed. She enjoys working with the computer, and since she has been in the program, she has learned a lot.”**
- **Some mothers stressed that they liked that fact that their child had mentors as additional role models.**
- **Many of the mothers said they would like to have more contact with their child’s mentors. They thought the idea of a weekly phone “check-up” would be a good idea, perhaps every Friday.**
- **Parents thought the idea of extending the program to five days a week would benefit their child.**

Students

The ‘student questionnaire’ was in the form of an informal group discussion, and the following is a list of their collective responses.

- The students were asked what they thought was the role of a mentor. They responded,
“The mentors...
 - make us feel nice
 - talk to us about problems and help us
 - respect us
 - do nice things
 - take us places
 - joke with us
 - have nice conversations with us
 - are role models
 - act as an older sister or brother.”
- The students were asked what they thought were qualities of good role models. They responded, “A good role model...
 - comforts us
 - always supports us
 - has a nice personality



-works with us.”

- They were asked what they thought were characteristics of a good protégé. Their responses were, “Protégées should...
 - try hard to do the work
 - apologize if we do something disrespectful
 - earn respect from the mentors
 - say please and thank you
 - be grateful for the things mentors do for us.”
- The students were asked what they liked about the STAY program. They said, “We like...
 - field trips
 - computer practice
 - the education part
 - the Internetand we would like...
 - the program to continue into the fall and next summer
 - the summer program to meet more than three days a week
 - to have more computer time.”
- They were asked what they did not like about the program. They said,
 - “The STAY program should include more schools than just Options.”
 - “I don’t like how there are so many guest speakers because it takes away from our computer time and some of them aren’t very interesting.”
 - “Some of the [younger] students need to behave better.”
 - “It would be good if the guidelines were stricter.”

Diana - More than 550 down link sites and 15,000 viewers
Gregg Petersmyer from America's Promise mailed special letters
U.S. Department of Justice encouraging Summit sites to participate
Office of Justice Programs and Powell taped OJJDP concluding
Office of Juvenile Justice and Delinquency Prevention statement.

- Sarah Ingersoll
606-3650

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MENTORING FOR YOUTH IN SCHOOLS AND COMMUNITIES



National Satellite Videoconference

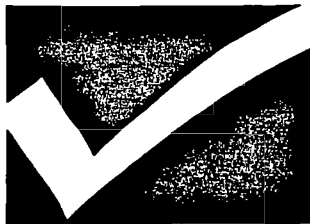
Broadcast Objectives

- You will see how effective mentoring programs can increase at-risk youth's likelihood of improving their grades and relationships and reduce their likelihood of engaging in drug or alcohol use, resorting to violence, or skipping school.
- You will learn the key principles of effective mentoring programs.
- You will observe highlights of various forms of one-to-one mentoring efforts.

A Production of
Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice

in association with

Juvenile Justice Telecommunications Assistance Project
Eastern Kentucky University • Training Resource Center



Mentoring for Youth in Schools and Communities

September 18, 1997
1:30 PM to 3:30 PM

----- Agenda Topics -----

Preconference Activities (conducted by local facilitator) Pre-videoconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, and a review of the Participant Packet materials.		1:00-1:30 pm
1. Test Slate	30 min.	1:00-1:30 pm
2. Teleconference Begins	--	1:30 pm
3. Mentoring for Youth in Schools and Communities-An Overview	5 min	1:30-1:35 pm
4. Introduction, Sen. Frank Lautenberg, NJ	2 min	1:35-1:37 pm
5. OJJDP Welcome and Discussion of P/PV Evaluation	10 min	1:37-1:47 pm
6. Valley Big Brothers/Big Sisters, Phoenix, AZ	11 min	1:47-1:58 pm
7. Discussion/Call In	22 min	1:58-2:20 pm
8. Introduction to Community Mentoring	1 min	2:20-2:21 pm
9. Ten Point Coalition, Boston, MA	11 min	2:21-2:32 pm
10. Discussion/Call In	22 min	2:32-2:54 pm
11. Introduction to School-Based Mentoring	1 min	2:54-2:55 pm
12. TeamWorks, Los Angeles, CA	11 min	2:55-3:06 pm
13. Discussion/Call In	20 min	3:06-3:26 pm
14. OJJDP Upcoming Events	1 min	3:26-3:27 pm
15. Closing Comments: Gen. Colin Powell	2 min	3:27-3:29 pm
16. Credits	1 min	3:29-3:30 pm
17. Postconference Call In	30 min	3:30-4:00 pm

MENTORING FOR YOUTH IN SCHOOLS AND COMMUNITIES

BACKGROUND

Over the past decade, interest in providing more adult support for young people, especially those in at-risk categories, has grown dramatically. One-to-one mentoring and team mentoring approaches are proving to be very successful in reaching out and touching the lives of many of our Nation's youth. Too few young people today receive adequate caring, guidance, and support from adults; and research is showing that the "presence of caring adults from the community can make a critical difference in the lives of youth" (Freedman, 1996).

Institutions that have been historically relied upon to provide guidance and nurturing for youth have changed in ways that reduce their ability to deliver this support. For example, there are fewer adults in families today. More than one of four children is born into a single-parent household; for African-American children, the rate is two of three. Studies have shown that between 5 million and 15 million youth could benefit from having a mentor or some type of relationship with a caring adult. Mentoring is recognized as an excellent way to use volunteers to address the problems of nearly 20 percent of the 19 million adolescents ages 10-14 who live below the poverty line (Freedman, 1992).

A 1994 study by the Carnegie Foundation determined that 60 percent of an adolescent's nonsleeping time is composed of school, homework, chores, meals, or employment. Many times, the remaining 40 percent is spent alone, with peers without adult supervision, or with adults who may negatively influence their behavior. Such conditions, while especially severe in neighborhoods of poverty, occur among families of all income levels and backgrounds, in cities, suburbs, and rural areas. Violent crimes committed by juveniles peak at the close of the school day, when opportunities for healthy, productive activities and adult supervision are scarce. Through mentoring, volunteers across the Nation can give at-risk youth someone to talk to and guide them into adulthood.

THE ROLE OF A MENTOR

A "traditional" mentoring relationship consists of adult volunteers matched with participating youth, making a significant commitment of time and energy to develop relationships devoted to personal, academic, or career development and social, athletic, or artistic growth (Becker, 1994). This relationship builds upon the premise that the mentor is a friend, not a teacher or preacher. The mentor's role is to support the young person in his or her various endeavors, not explicitly to change the youth's behavior or character (Grossman and Garry, 1997). A responsible mentoring program is a structured relationship or partnership that focuses on the needs of the mentored participant, encouraging individuals to develop to their fullest potential and helping them to develop their own vision for the future.

For nearly a century, Big Brothers/Big Sisters of America (BB/BS), the largest mentoring organization of its kind, has been matching unrelated adult volunteers with youth from single-parent families. Developmentally appropriate activities shared by the mentor and mentee may include taking walks; attending a play, movie, school activity, or sporting event; playing catch; visiting the library; washing the car; grocery shopping; watching television; or simply sharing thoughts and ideas about life (Grossman and Garry, 1997).

ELEMENTS OF SUCCESSFUL MENTORING

Although there are many varieties of programs and approaches to mentoring, researchers have found that in order for a mentoring relationship to be successful, several components must be present. Public/Private Ventures (P/PV), which conducted an 18-month evaluation of eight BB/BS programs throughout the United States, identified four basic elements as prerequisites for an effective mentoring program.

The first is thorough volunteer screening. This process weeds out adults who might pose a risk to children or who are unlikely to keep the necessary time commitments. The second is intensive mentor training that includes communication, limit-setting skills, tips on relationship building, and recommendations on the best ways to interact with a young person. Third is the use of a professional case manager to determine the best match of a child and volunteer. The fourth prerequisite is intensive supervision of each match by a case manager who has frequent contact with the child, parent or guardian, and mentor.

The study also found two obstacles to effective mentoring programs. There is a scarcity of organizational resources necessary to carry out a successful program, and there are a limited number of adults available to serve as mentors. Only about one in four people who show initial interest actually become mentors (Walker and Freedman, 1996).

Over 8 years, P/PV studied numerous mentoring programs other than BB/BS. Some of these programs included virtually none of the prerequisites, and others were highly structured. The researchers concluded that success of any mentoring program depends upon screening, orientation and training, support, and supervision.

WHY MENTORING?

Powerful evidence provided by the P/PV evaluation proves that mentoring works. The 18-month BB/BS study focused on eight programs with large caseloads and sites that were geographically diverse. A large caseload was chosen to ensure an adequate number for the research sample and included programs in Columbus, OH; Houston, TX; Minneapolis, MN; Phoenix, AZ; Philadelphia, PA; Rochester, NY; San Antonio, TX; and Wichita, KS.

The children of the study were between the ages of 10 and 16. Sixty percent were boys, and more than 50 percent were members of a minority group. Almost all of the children lived with one parent (usually the mother); the remaining youth lived with a guardian or relatives. Many were from low-income households and homes that had a history of either family violence or substance abuse. For the study, youth were randomly assigned to be immediately eligible for a mentor or put on a waiting list.

The goal of the evaluation was to determine whether a one-to-one mentoring experience made a difference in the lives of the children in the study. There were six areas that received attention; academic performance, antisocial activities, relationships with families, attitudes and behaviors, relationships with peers, and social and cultural enrichment.

The overall findings of the study were extremely positive and encouraging. Under academic performance, the mentored children were 52 percent less likely than a nonmentored child to skip school and about 37 percent less likely to skip class. Mentored youth also showed modest gains in their grades and felt "more competent" about doing their schoolwork.

Under antisocial activities, mentored youth were 46 percent less likely than nonmentored youth to initiate drug use. They were also about 32 percent less likely to hit someone and 27 percent less likely to initiate alcohol use. An even bigger effect was found for minority little sisters, who were 70 percent less likely to initiate drug use. The quality of their relationships with their parents was better for mentored youth than for controls at the end of the study period because of a higher level of trust between parent and child.

P/PV concluded from its research that mentoring programs have the ability to create and support caring relationships between adults and youth, resulting in a wide range of benefits that would not have occurred without the relationship with the mentor and support from BB/BS. A noteworthy element of these findings is that the mentors were not trained in drug prevention, remedial tutoring, antiviolence counseling, or family therapy. The instructions given to them were simply gain the trust of their mentees and become their friends (Walker, et al, 1996).

Three promising programs highlighted below represent different techniques and approaches to mentoring, but all with the same goal, to make a difference in the life of a child.

PROMISING PROGRAMS

Valley Big Brothers/Big Sisters JumpStart Program, Phoenix, Arizona

The goal of the Valley Big Brothers/Big Sisters (VBB/BS) JumpStart program is to reduce delinquency, improve academic performance and reduce the dropout rate at the Phoenix Preparatory Academy. This program, which is situated in a school serving 1,300 seventh and eighth grade students in a high crime area, strives to provide youth with positive relationships and experiences with caring adults from their community. This goal is accomplished by recruiting, selecting, and training mentors from nearby major employers. The mentors are then matched with youth at the school.

Each mentor in the program agrees to meet once a week with a student at the Preparatory Academy and attend at least four group functions during the school year. The weekly meeting is arranged as a regular part of the child's school day and occurs during the employee's lunch hour. The weekly meeting focuses on tutoring activities or paired team building activities that give structure to the visit but allow the exchange of information on attitudes and ideas. Each mentored child's academic scores, attendance, and evaluation by his or her "homebase" teacher is then compared to the averages of the school as a whole.

The VBB/BS JumpStart program has been found to increase academic scores and reduce the dropout rate at a school in which the academic achievement is below both the national and community averages and the dropout rate is 16.9 percent compared with the national average of 3.3 percent for seventh and eighth grade students. Because of their proven success, the Phoenix Preparatory Academy JumpStart program has been a spring-board for the implementation of similar programs in five other middle schools in the Phoenix area.

The VBB/BS has been fostering mentoring relationships in Phoenix for more than 35 years. It is one of the most efficient and cost effective programs in the nation. VBB/BS was a participant in the P/PV study of mentoring programs conducted from 1993-1995, which revealed great successes and achievements by mentored youth.

Ten Point Coalition—Boston, Massachusetts

The religious community plays an important role in helping to heal communities from the effects of violence. Therefore, it is appropriate that the religious community in the Boston area has decided to take on a bigger role in the prevention of violence. The Boston Ten Point Coalition (BTPC) is an ecumenical group of clergy and lay leaders working to mobilize the religious community around issues affecting urban youth—especially those at risk of engaging in violence, drug abuse, and other destructive behavior.

The National Ten Point Leadership Foundation (NTLF) is a non-profit organization based in Boston. In partnership with other national religious organizations, NTLF is committed to analyzing the efficacy of faith-based approaches to inner-city problems. NTLF's primary mission is to help provide African-American Christian churches with the strategic vision, programmatic structure, and financial resources necessary to save at-risk inner-city youth from child abuse and neglect, street violence and gangs, drug abuse, school failure, teen pregnancy, incarceration, chronic joblessness, spiritual depravity, and hopelessness about the future. The Boston Ten Point Coalition is a local affiliate of the National Ten Point Leadership Foundation.

The BTPC is made up of religious institutions which have created a Mentoring Network, that provides various mentoring opportunities to children and youth. The Mentoring Network supplements the work of parents, teachers, counselors, and social service providers. Volunteers from these congregations mentor young people to nurture and enhance their personal, educational, occupational, and communal development. Through caring and compassionate friendships with mentors, young people build positive self images, understand the importance of education, broaden their exposure to career options, and increase their desire to give back to the community.

The BTPC's main activities are facilitating collaboration between churches with programs in place and helping to train those willing to reach out. Since May 1992, the Coalition has sponsored a Friday night street ministry which offers an opportunity for pastors and lay people to be trained in working in an urban setting with at-risk youth. Activities include participation in mediation efforts between gangs, accompanying youth to court, participation in neighborhood crime watches and patrols, and meetings with youth agency workers. Participants are highly encouraged to develop at least two ongoing mentoring relationships with at-risk youth in their local areas.

Other NTLF sites have started in Chicago, IL; Louisville, KY; Philadelphia, PA; Tampa, FL; and Virginia Beach, VA.

TeamWorks—Los Angeles Team Mentoring, Inc.

Team Works, a program of Los Angeles Team Mentoring, Inc., is a school-based team mentoring program that currently enrolls 900 Los Angeles students. The program combines academic, social, and community aspects of mentoring to give students an alternative to the streets and encourage them to stay in school. Team Works matches three adults—a teacher or administrator from the school, a college student, and a community or business volunteer—with groups of 10-12 middle school students. Throughout the school year, youth and adults participate in leadership trainings, field trips, volunteer community service, and ongoing team and one-to-one mentoring.

To form the teams, faculty members nominate students who demonstrate leadership ability in a positive or negative direction and those who would benefit from a mentoring relationship. Mentors are recruited through presentations to local businesses and receive extensive training and ongoing support for the duration of the program.

Currently operational in six Los Angeles middle schools, TeamWorks recently received a positive evaluation from the University of California, Los Angeles. The evaluation found that TeamWorks: (1) provides "at-risk" youth at a critical age (10-14) with relationships with dependable adults who instill the belief that they have opportunities in mainstream society; (2) exposes youth to the wider world—many students have never been out of their immediate neighborhood; (3) teaches socialization skills necessary to avoid conflict and get along; and (4) is more cost effective than one-to-one mentoring.

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- OJJDP Topical Talking Points, 1997. "Mentoring". Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, US Department of Justice.
- Walker, G., M. Freedman 1996. *Social Change One on One-The New Mentoring Movement*, The American Prospect, Vol. 27, pp. 75-81.

For additional information on mentoring, please feel free to contact the following:

One to One: The National Mentoring Partnership
(202) 338-3844

Big Brothers/Big Sisters of America
(215) 567-7000

Materials from these organizations are provided at the end of this packet.

TELEPHONE PROTOCOL



The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made generally reflect what many others are thinking and provide perspective and depth to the teleconference.

We will try to get as many calls on the air as possible. If you call in, please be patient. Our operators may be handling other calls. The following information will assist you.

1. If the phone is in the same room as the TV(s), you should be ready to lower the volume before you go on the air to reduce noisy feedback.
2. Dial the following number to ask a question or make a comment: 1-800-895-4584.
3. When your call is answered, please state your question to the operator briefly and clearly.

You will be put on hold.

4. When you are to be put on the air, another operator will come on the line and ask your home State. She will inform you when you are next on the air and that this would be a good time to turn down the sound on your TV.

Please turn down the sound on your TV.

5. When you are on the air, please state your name, city and State and ask your question loudly and clearly.
6. After you have finished with your conversation, please hang up.

****CELLULAR PHONES****

Please do not use cellular phones to place your calls. Cellular phones may produce static interference that may result in your being disconnected.

Prior Satellite Videoconferences Produced by the Office of Juvenile Justice and Delinquency Prevention

*Conditions of Confinement in Juvenile
Corrections and Detention Facilities
September 1993*

*Community Collaboration
June 1995*

*Effective Programs for Serious, Violent, and
Chronic Juvenile Offenders
October 1995*

*Youth-Oriented Community Policing
December 1995*

*Juvenile Boot Camps
February 1996*

*Conflict Resolution for Youth
May 1996*

*Reducing Youth Gun Violence
August 1996*

*Youth Out of the Education Mainstream
October 1996*

*Has the Juvenile Court Outlived Its
Usefulness?
December 1996*

*Youth Gangs in America
March 1997*

*Preventing Drug Abuse Among Youth
June 1997*

For Further Information

For videos of previous OJJDP videoconferences, please contact the Juvenile Justice Clearinghouse, PO Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail askncjrs@ncjrs.org.

For information on future OJJDP programs, contact the Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 300 Stratton Building, Richmond, KY 40475-3131; call 606-622-6671; fax 606-622-4397; or e-mail beckytrc@iclub.org.

Mentoring for Youth in Schools and Communities

OJJDP National Satellite Videoconference

PROGRAM PANELISTS

Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention

Office of Justice Programs, U.S. Department of Justice, 633 Indiana Avenue NW, Washington, DC 20531;

PH: 202-307-5911; Fax: 202-514-6382

Mr. Bilchik was confirmed by the United States Senate as Administrator of the Office of Juvenile Justice and Delinquency Prevention in 1994. Prior to that time, he served as Associate Deputy Attorney General. Mr. Bilchik's career began in the State of Florida where he worked 17 years as a prosecutor. He served as a Chief Assistant State Attorney and as the coordinator of many special programs, including all juvenile operations as the Police-Juvenile Prosecutor Liaison and the School-Juvenile Prosecutor Liaison.

Barbara Lehrner, Executive Director of Los Angeles Team Mentoring, Inc., 600 Wilshire Boulevard, Suite 620, Los Angeles CA 90017. PH: 213-489-5667; Fax: 213-489-3744

Ms. Lehrner is the Executive Director of Los Angeles Team Mentoring, Inc., a not-for-profit organization operating the TeamWorks Mentoring Program. TeamWorks creates a diverse and caring community of adult mentors who provide middle school students an opportunity for new horizons, expanding resources and improved multicultural understanding. Before joining Los Angeles Team Mentoring, Ms. Lehrner was the Director of Program Services for Free Arts for Abused Children, an organization dedicated to bringing the healing power of the arts to young victims of abuse and neglect.

Carolyn Andrews, Vice President, Technologies, American Express; Valley Big Brothers/Big Sisters, 2701 North 16th Street, Suite 216, Phoenix, AZ 85006; PH: 602-264-9254; Fax: 602-264-9283.

Ms. Andrews began her career at American Express 25 years ago and has progressed through the organization to a senior leadership role in Technologies. She is responsible for a \$60 million budget with over 400 technical professionals in multiple locations. Her experience includes the use of state-of-the-art technology and extensive international projects. Ms. Andrews is currently on sabbatical, working with Valley Big Brothers/Big Sisters to establish the first school-based mentoring program. It is a partnership with corporations, schools and the Big Brother/Big Sister organization.

Rev. Eugene Rivers, Executive Director, Ten Point Coalition, Ella J. Baker House, 411 Washington St. Boston MA 02124; PH: 617-282-6704; Fax: 617-822-1832.

Rev. Eugene Rivers is a product of the streets of inner city Philadelphia. Born in Boston, but raised in Philadelphia, he returned to his birthplace to combat the desolation and poverty confronting the Black and Latino population of Boston. Joining with other Harvard, MIT, and Boston-based university students, Rev. Rivers focused his efforts on a sixty-two block area of North Dorchester known as Four Corners.

Rev. Rivers has created a non-profit organization to bring his years of nationally-recognized, church-anchored, street level work with some of America's most at-risk children to the national stage. The National TenPoint Leadership Foundation's primary mission is to help provide African-American Christian Churches with the strategic vision, programmatic structure and financial resources necessary to save our inner-city youth.

Mentoring for Youth in Schools and Communities

OJJDP National Satellite Videoconference

PROGRAM PANELISTS

continued

Jean Grossman, Vice President and Director of Research, Public/Private Ventures, 2005 Market Street, Suite 900, Philadelphia, PA 19103; PH: 215-557-4400; Fax: 215-557-4469.

Dr. Grossman has been P/PV's senior research analyst since 1987. As Director, she provides input and quality review on all P/PV research projects. Among other P/PV projects on which Dr. Grossman has worked are the Big Brother/Big Sister Impact study, The Summer Training and Education Project (STEP) evaluation, the evaluation of long-term impacts of the California Conservation Corps; and the New Directions for Youth Research and Policy Study. Dr. Grossman, whose extensive writings in economics and social policy research include several P/PV publications, earned a Ph.D. in economics from the Massachusetts Institute of Technology in 1980.

Tom McKenna, National Executive Director, Big Brothers/Big Sisters of America, 230 North 13th Street, Philadelphia, PA 19107-1538; PH: 215-567-7000; Fax: 215-567-0394

Mr. McKenna joined the BBBSA in 1985 and under his leadership, the organization has completed a five year, long range plan, which accomplished its major objectives: 50 % increase in service to children and youth, expanded service to affiliated agencies, and doubling the financial base of the national organization.

Prior to joining the BBBSA, Mr. McKenna worked for nearly 25 years in New York City as a social worker and administrator. He has served as the Executive Director of the Hamilton-Madison House (a multi-service settlement house on Manhattan's Lower Eastside); of the United Neighborhood Houses of New York, Inc. (a federation of New York City's 36 settlement houses); and served as Director of the State Communities Aid Association until accepting the position with BBBSA.

Mr. McKenna received his B.A. from DePauw University and his M.S.W. from Columbia University.

Mindy Shannon Phelps (*Moderator*)

Ms. Phelps is moderating her third OJJDP national satellite videoconference. Her professional experience includes serving as a co-anchor of WLEX-TV's evening news. WLEX is an NBC affiliate located in Lexington, Kentucky. Ms. Phelps has also served as Press Secretary for the Governor's Office in the Commonwealth of Kentucky.

Mentoring for Youth in Schools and Communities

TELECONFERENCE DATA AND EVALUATION FORM

Directions: Please provide the information requested in this questionnaire regarding teleconference evaluation.

Part I: PARTICIPANT INFORMATION

1. **Gender**
☐ Male ☐ Female
2. **Age**
☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 & above
3. **College Degree**
☐ None ☐ BA/BS ☐ MA/MS ☐ Doctorate ☐ Other (Describe): _____
4. **Current Position**
☐ Upper Management ☐ Mid-Management
☐ Line Staff ☐ Other (Describe): _____
5. **Years in Current Position**
☐ 3 or Less ☐ 4-6 ☐ 7-10 ☐ More than 10
6. **Years Experience in Youth-Related Programs**
☐ 3 or Less ☐ 4-6 ☐ 7-10 ☐ More than 10

PART II: CONFERENCE EVALUATION (Circle the number that best reflects your rating.)

Strongly Disagree	← 1 2 3 4 5 →	Strongly Agree
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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. Local Site Facilitation The facilitator was knowledgeable and responsive to participants' concerns.	1	2	3	4	5
8. Participant Materials The material complemented the program.	1	2	3	4	5
9. Viewing Site The conference room was comfortable and appropriately arranged for clear viewing and hearing.	1	2	3	4	5
10. Television Sound The televised sound was audible and clear.	1	2	3	4	5
11. Broadcast Reception The television image was sharp.	1	2	3	4	5
12. Television Visuals All visuals were readable and clear (charts, graphics, diagrams, etc.).	1	2	3	4	5
13. Panelist Effectiveness — Topic The panelists were knowledgeable about the topic.	1	2	3	4	5
14. Panelist Effectiveness — Implementation The panelists were knowledgeable about program implementation.	1	2	3	4	5
15. Panelist Effectiveness — Delivery The panelists were clear and effective in presenting their points.	1	2	3	4	5
16. Presentation of New Ideas I acquired new knowledge, information, and ideas.	1	2	3	4	5

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 17. Overall Effectiveness of the Medium (teleconference)
The teleconference medium was an effective information dissemination tool. | 1 | 2 | 3 | 4 | 5 |
| 18. Comparative Effectiveness of the Medium
As compared to traditional delivery (speakers, materials), the teleconference was more effective for me as a means of acquiring new knowledge. | 1 | 2 | 3 | 4 | 5 |
| 19. Future Use of Video Teleconference Programming
Video teleconferences should be used for future training and information dissemination by OJJDP. | 1 | 2 | 3 | 4 | 5 |

Part III: ANTICIPATED APPLICATION OF NEW IDEAS, KNOWLEDGE, INFORMATION GAINED THROUGH TELECONFERENCE

20. **I anticipate being able to apply knowledge gained**
☐ Never ☐ Immediately ☐ Within 1-6 months
☐ Within 7-12 months ☐ After at least one year
21. **Implementation of new ideas/knowledge in my organization/agency/program depends on**
☐ Self only ☐ Supervisor ☐ Head of organization/agency/program
☐ Legislation ☐ Other (Describe): _____

Part IV: ADDITIONAL COMMENTARY

22. **What did you find most beneficial about this teleconference?** _____

23. **How could the teleconference have been more productive and worthwhile for you?** _____

24. **What topics would you like to see covered in future teleconferences?** _____

25. **Additional comments:** _____

Please return this evaluation form to your facilitator

8/19/97

Diana, A concept being developed by DOJ and
Public/Private Mentoring Alliance - fits directly with
Summit. Would love your thoughts - to make sure this
supports your **Community Volunteer Coordinator** efforts. Sarah Ingersoll
Grant and Training Program
Draft 8/22/97 616-3650

The following concept has been developed with the input of *One-To-One: The National Mentoring Partnership*, the public/private *Mentoring Alliance* that was formed in response to the *Presidents' Summit for America's Future*, and Department of Justice staff. It describes an initiative that supports volunteering for a range of activities (mentoring, tutoring, neighborhood restoration, counseling, providing recreational activities, providing mediation services, doing media outreach, and other forms of community service for youth).

Presidents' Summit for America's Future

The *Presidents' Summit for America's Future* focused the national spotlight on volunteerism in order to inspire coordination and expansion of existing community resources, service programs and initiatives that address the needs of our nation's children and youth. The goals state that by the end of the year 2000, at least 2 million young people will have access to five fundamental resources that are necessary to maximize their potential, and an additional 5 million will have access to at least one of the resources. These goals will be attained through the successful implementation of local action plans.

The five basic resources that allow young people to grow into healthy, productive members of society are: 1) an ongoing relationship with a caring adult - mentor, tutor, coach; 2) safe places and structured activities during non-school hours to learn and grow; 3) a healthy start and a healthy future; 4) marketable skills through effective education; and 5) an opportunity to give back to their communities through their own service.

Mentoring Alliance

Building upon the enthusiasm and success of the *Presidents' Summit for America's Future*, OJJDP joined with the Corporation for National Service to resurrect the federal working group on mentoring and expand its membership to link up with private organizations engaged in supporting mentoring efforts¹. The purpose of the *Mentoring Alliance* is to coordinate federal mentoring

¹ Members of the Mentoring Alliance include the following individuals:

Tom McKenna, President, Big Brothers/Big Sisters of America and Chair, Mentoring Policy Council
Gary Walker, President, Public/Private Ventures
Mark Freedman, Vice President, Public/Private Ventures
Dr. Sylvia Robinson, Senior Professional Development Director, Ewing Marion Kauffman Foundation
Carol Ramsey, Program Officer, James Irvine Foundation
Becky Erdahl, Vice President of Community Relations, Pillsbury Foundation

programs, form public/private mentoring partnerships, disseminate information nationwide on the value of and opportunities for mentoring, and develop a nationwide training and technical assistance initiative to expand effective mentoring programs across the country. Specific activities of this *Alliance* currently include involvement in the development of the following:

- National Satellite teleconference on Effective Mentoring Practices on September 18, 1997.
- National data base of quality mentoring organizations which will be accessible by individuals interested in mentoring in their community through an 800# advertised by an Ad Council public service advertising campaign on the value of mentoring a child.
- Inventory of Private and Federal mentoring programs and typology of mentoring approaches.
- *Mentoring Alliance* computer list serv.
- *Topical Talking Points* on the effectiveness of mentoring for use by key local and state leaders in advocating for good mentoring practice.
- *Community Volunteer Coordinator Grant and Training Program* designed to provide support on a local level for maximizing volunteer activities.

Gail Manza, Executive Director and Paul Bardack, One to One/National Mentoring Partnerships, Inc.
Leon West, Project Director, Anti-Drug/Violence Program, Congress of National Black Churches
Catherine Milton, Executive Director, U.S. Programs and Diane Ty, Save the Children
Gordon Raley, Executive Director, National Assembly
Roxeanne Spillett, President, Boys and Girls Clubs of America
Susan Stroud, Counselor to the CEO, Corporation for National Service
Diana Fortuna, Associate Director, Domestic Policy Council
Bob Denniston, Director, HHS Secretary's Initiative on Youth Substance Abuse Prevention
Jean Nelson, Director, President's Crime Prevention Council
Ann O'Leary, America Reads, U.S. Department of Education
Steve Rickman, Director, Executive Office for Weed and Seed
Nancy Miller, Senior Counsel, Office of Policy Development
Colonel Tom Bowman, Challenge Grant Program, U.S. Department of Defense
Richard Sauer, President and CEO, National 4-H Council
Dana Rayl West, U.S. Department of Navy
Ann Rosewater, Counselor to the Secretary, U.S. Department of Health and Human Services
David Reeves, Senior Special Assistant, U.S. Department of Housing and Urban Development
Edward Montgomery, Chief Economist, U.S. Department of Labor
Delores Chacun, Associate Director of Personnel, U.S. Department of the Interior
Michael Barr, Deputy Assistant Secretary, U.S. Department of Treasury
Ricia McMahon, Senior Advisor to the Director, Office of National Drug Control Policy

Community Volunteer Coordinator Grant and Training Program

The *Community Volunteer Coordinator Grant and Training Program*, as currently conceptualized, could focus on providing support to the 140 community teams that attended the *Presidents' Summit for America's Future* to link individuals interested in volunteering to a local high quality youth-serving, community-building organization that needs volunteers and will train them. The goal of the *Program* would be to maximize opportunities for volunteers to mentor, tutor, counsel, provide recreational activities or mediation services, do media outreach, or engage in neighborhood restoration efforts or other forms of community service for youth in the non-school hours.

Twenty-thousand dollars (\$20,000) of federal money to every \$30,000 of local money would be competitively offered to local collaboratives to fund a coordinator, inventory of programs, or training of trainers, to be determined by the local jurisdiction (for a total of \$2.8 million of federal funds). This match, which could be waived in extreme cases, would demonstrate the community's commitment to the initiative and ability to sustain the effort after federal funding ended. Funds would go to the mayor's office which would identify a targeted community. The Mayor's Office could also apply jointly with local United Way chapters. The applicant would agree to work with local community-based organizations such as Volunteer Centers, Chambers of Commerce, Big Brothers Big Sisters Agencies, Boys and Girls Clubs, or Community Foundations and would be required to demonstrate a capacity to promote and support all forms of responsible volunteering, to develop a plan based on a community-driven needs assessment, and to secure the resources needed to carry out the plan.

Through training and technical assistance, the *Program* would offer sites the following support, all designed to maximize the impact of the programs currently in place and expand the number of quality volunteering opportunities for children:

Planning

- developing a community-based "volunteer partnership."
- inventorying local youth-serving, community-building projects and resources; identifying which of those projects is qualified and has the capacity to train volunteers; and identifying gaps in services for youth in the non-school hours.
- developing a plan for serving more children and implementing new volunteer projects in the non-school hours.

Training and Information

- distributing literature and how-to products to help organizations start or expand volunteer programs, to help adults become volunteers, and to help youth find volunteers in the non-school hours.
- recruiting and engaging volunteers, including developing local media campaigns.
- providing orientation sessions for adults who are thinking about becoming volunteers.
- training educators, medical personnel, social service practitioners, employers, etc. in screening, basic training services for volunteers, and tailoring programs to their individual organization's needs.
- training volunteer projects to increase their capacity to effectively use more volunteers in the non-school hours.

Coordination

- bringing volunteer organizations and projects together for professional development.
- comprehensively and systematically sharing information across projects on successes, barriers, and strategies and for developing partnerships and referral mechanisms among programs. (e.g., a young person in a school who wants to learn about being an airplane pilot can be linked to a member of a synagogue down the street who is a pilot and would love to mentor a person).
- developing an effective delivery system.
- developing a hotline referral system to help adults find volunteering opportunities.

Public Awareness and Advocacy

- educating policy makers, funding organizations, public opinion leaders and the media about the important role volunteers can play in promoting youth well-being and the need for increasing the availability of volunteer adults.
- educating parents, educators and other concerned adults to help children connect with responsible adult volunteers.
- promoting and crafting policies that encourage and support volunteerism.

Expanding Resources

- identifying organizations that are potential sources of volunteers and linking them to providers.
- working with leaders in the community to open doors to their networks to obtain resources for volunteers.
- helping other programs that promote youth well-being to incorporate volunteers into their activities.
- linking local private funders to projects.
- researching, reviewing and developing new models for volunteering (i.e., bringing volunteers to where children live, go to school, worship, spend their free time, etc.).

There is tremendous support for the *Community Volunteer Coordinator Grant and Training* concept by the members of the *Mentoring Alliance*. In fact, *One-To-One: The National Mentoring Partnership* has spent the past few years studying the question of what has prevented greater expansion of quality mentoring and volunteer programs. Chief among the obstacles they have identified is the lack of coordination at the local level. The *Community Volunteer Coordinator Grant and Training Program* will change that.

In addition, the *Kellogg Foundation*, through the *Points of Light Foundation*, is preparing to announce one-year awards ranging from \$5,000 to \$25,000 to support communities implementing the goals of the *Presidents' Summit for America's Future*. The grants, totaling \$500,000, will be offered to community-based collaboratives that were represented at the *Summit* and to those that were not but are planning substantial activities inspired by the *Summit*. The goals of this program are consistent with those being proposed as part of the *Community Volunteer Coordinator Grant and Training Program* and would help communities meet the local match requirement; implement action plans following the *Summit*; promote activities that engage all sectors of the community in volunteering and addressing the most serious problems affecting young people; and generate local philanthropy to support these efforts.

Conclusion

The total cost of the *Community Volunteer Coordinator Grant and Training Program* would be approximately \$4 million to cover grants (\$2.8 million), training, technical assistance and evaluation, with some of this funding possibly coming from OJJDP in partnership with other

Department of Justice, federal, state and private agencies.

The benefits of the *Community Volunteer Coordinator Grant and Training Program* are clear. The *Program* would result in more volunteers, better coordinated and higher quality volunteer activities, new approaches to volunteering, a higher profile for volunteering in the community, and new resources for volunteering.

Diana, ATJDP has funded this database
Will link folks who call 1-800 # featured during Ad Council
PSAs to local, quality mentoring organizations that have
the capacity to take on volunteers.
Summary 8/19/97
Save the Children/National Ad Council Mentoring Campaign
Fulfillment System — What's Needed for State-of-the-Art Response

Background

Save the Children has been given provisional approval from the National Ad Council to run a national public service campaign on the need for and importance of caring adults — parents, teachers, coaches, aunts, uncles, neighbors — in the lives of all children. It will invite adults to volunteer, become sponsors/donors or get more information. Final approval for the campaign depends on Save the Children's ability to demonstrate that it can provide a quality volunteer fulfillment system for the public.

This could be expanded to link volunteers to other programs, besides mentoring, in the future.

- Sarah
Ingersoll
1616-3650

Situation

Save the Children's ability to provide a quality fulfillment system for potential volunteers is challenged by the following issues:

1. State-of-the-art 1-800 telephone technology and fulfillment is available to respond to the public's interest in volunteering/mentoring, but it is prohibitively expensive for any single not-for-profit organization, including Save The Children.
2. There is no comprehensive, up-to-date listing — by city and state — of organizations that provide quality mentoring opportunities for young people and adult volunteers. Other than the 12 National Mentoring Partnership affiliates and a few dozen Volunteer Centers with a specific focus on mentoring, local volunteer clearinghouses are not prepared to provide information on grassroots mentoring programs either to the public or to support a national mentoring database.
3. Many excellent mentoring programs exist within the not-for-profit sector. However, we project little growth in the number of children these programs can serve unless they gain access to additional resources to expand service to children and adult mentors.
4. As many as seven out of 10 mentoring relationships fail to succeed because mentors are not adequately oriented and trained. Mentors want two forms of support — training and quick access to ongoing advice and counsel during their relationships with young people.

With the millions of children who could benefit from relationships with mentors, the millions of adults who are being encouraged to become mentors and the thousands of organizations who need the financial and human resources the Save the Children campaign could deliver, these critical infrastructure gaps can no longer go unaddressed.

Proposal

Save the Children, in collaboration with The National Mentoring Partnership, requests funds from the Department of Justice and to address these issues. We recommend a two phase approach:

Phase 1: Engage expert counsel to:

1. Gather the information for a mentoring database of organizations that:
 - a. Meet industry standards for responsible mentoring (see *Mentoring: Elements of Effective Practice*)
 - b. Can confirm their readiness to receive and support more volunteer mentors
 - c. Can commit to responding to an inquiry within x days of receiving it

The consultant will start with nationally recognized organizations with local affiliates, e.g. Big Brothers Big Sisters, Communities In Schools, Boys and Girls Clubs, Boy Scouts and Girl Scouts, etc.

2. Assess technological options for the database and develop an operational plan for the Save the Children 1-800 hotline
3. Assess the not-for-profit field to determine:
 - a. Current need for volunteers (especially looking for reasons why they are not prepared to receive and support more volunteer mentors)
 - b. Readiness to receive and support more volunteers (e.g. to be a part of the database)
 - c. What's needed to help them become a part of the database

Expected cost: \$30,000

Phase 2: Based on the findings of the assessment described above, provide the resources to deliver the technical assistance, information and training that will significantly grow the pool of organizations providing quality mentoring experiences to youth and adult volunteers.

Expected cost: TBD

FAX MESSAGE TO:

✓Tom McKenna	215/567-0394
✓Gary Walker	215/557-4469
✓Mark Freedman	510/526-4302
✓Dr. Sylvia Robinson	816/932-1450
✓Carol Ramsey	213/236-0537
✓Gail Manza	202/338-8439
✓Leon West	202/371-0894
✓Catherine Milton	203/221-4082
Diana Ty	203/293-4167
✓Gordon Raley	202/393-4517
✓Roxeanne Spillet	404/815-5792
✓Susan Stroud	202/565-2781
Julie Demeo	
Marilyn Smith	
Jim Scheibel	
Nicole Spitale	
Diana Fortuna	202/456-7431
Bob Denniston	301/443-7072
Joan Quinlan	
Ann Mahony	
Rebecca Ashery	301/443-5592
Jean Nelson	202/395-5567
Ann O'Leary	202/401-0596
Adriana de Kanter	202/401-3036
Steve Rickman	6-1159
Nancy Miller	202/514-2424
Joe Thesing	
Colonel Tom Bowman	703/693-5371
Richard Sauer	301/961-2894
Annette Hayes	703/693-4957
Dana Rayl West	
Ann Rosewater	202/690-6562
Emily Novick	202/690-5514
David Reeves	202/708-0690
Edward Montgomery	202/219-4902
Delores Chacun	202/208-3620
Michael Barr	202/622-0073
Ricia McMahon	202/395-6744
Darlinda Davis	
Marianna Klink	202/682-5613

If you do not receive both pages of this fax,
please call Deborah @ 202/307-5911. Thx.



Office of the Administrator

Washington, D.C. 20531

The Mentoring Alliance meeting will take place on

Thursday, September 18, 1997

11:30 am -1:15 pm

at the Department of Health and Human Services

Humphrey Building, Room 422F

200 Independence Avenue

Washington, D.C.

**The meeting will be followed by a viewing of the
live national satellite teleconference on**

Mentoring for Youth in Schools and Communities

from 1:30 pm to 3:30 pm

in the HHS Small Auditorium

on the ground floor of the Humphrey Building

The agenda for the meeting is as follows:

- An update on the Mentoring List Serv.
- Legislative update.
- An update on President's Interagency Council on Women: Working Group on Mentoring
- An update on the Mentoring Data Base.
- Review of the Community Volunteer Coordinator Grant and Training Program concept.
- Review outline of Mentoring Alliance Strategy.

(Previously you were faxed a copy of the concept papers for the Mentoring Data Base and the Community Volunteer Coordinator Grant and Training Program).

Call Sarah Ingersoll at OJJDP to confirm your attendance or if you have any questions. She can be reached at: (202) 616-3650. If you have any problems getting entry into the Humphrey Building, please call Jeanine Smartt at: (202) 690-8505.

FAX TRANSMISSION

Human Resources Center

200 CONSTITUTION AVENUE, NW

WASHINGTON, DC 20210

202-219-9191

FAX: 202-219-1700

To: Diana Fortuna**Date:** 10/1/97**Fax #:** 456-7431**Pages:** 3 , including this cover sheet.**From:** Tali Stepp**Subject:** DOL Volunteerism Efforts**COMMENTS:**

This is DOL's submission even though we did not have any specific commitments.

Please call me if you have any questions.

DOL Volunteer Efforts

1. DC- Summer Initiative - 4 week academic enrichment program for approximately 60 students from Hart Middle School, and Simon and Green Elementary Schools.
 - Program has been highly successful
 - ~~closing ceremony is today~~. The Deputy Secretary and Dorothy Height, President National Council of Negro Women ~~are~~ participating *in the closing ceremony.*
 - Will forge additional partnerships with the National Council and our adopted school to continue this effort.
 - In addition to the DC adopted schools, DOL has adopted schools in Boston, Atlanta, Chicago, Denver and SF.
 - Also donated computers to all 3 schools.

Atlanta regional office recently won the A+ Award

2. Food Recovery Program - Per the 11/23 Presidential Memorandum DOL is participating in the effort.
 - Our cafeteria and snack bar are making donations to the CCNV every Friday.
 - Every Tuesday, beginning August 19 through September 30, DOL will host a Farmers Market on the Constitution Avenue side of the building. Surplus items will be donated to the central food kitchen.
 - Will be joined by our regional cities in this program.
3. Suited for Change - Conducted our second effort this week. Collected a lot of donations that can help increase employment potential of low-income women.
 - Have become "corporate" sponsors
 - DOL will conduct these efforts quarterly (SFC does it 6 times/year)
 - All incoming DOL Worker Trainers (W2W) will get to select 3 complete business outfits upon finishing the program.
4. OSHA - Howard University are Partners:
 - OSHA employees provided a series of seminars on occupational health hazards during the spring term
 - Effort is a byproduct of our outreach activities with the HBCUs and HACUs.
 - students are in the health science, nutrition, or clinical lab science field.
 - OSHA has some of the students working here this summer.
 - will begin similar program in NY this year.
 - 14 employees participated, conducting 2 hour seminars on Fridays.
5. "Christmas Spirit at DOL" project started 25 years ago in the Denver region.
 - each year employees collect donations and raise money to contribute to worthy organizations.
 - last Christmas donations went to an American Indian Adult Basic Education program and a rural health clinic for agricultural and migrant workers.

REGION IV ADOPT-A-SCHOOL PROGRAM WINS PRESTIGIOUS VOLUNTEER AWARD

Long before President Clinton and former Presidents Bush and Carter expressed their official support of volunteerism, Labor Department employees in Atlanta have been volunteering their time and efforts to help inner-city high school students achieve success through the Region IV Adopt-A-School Program. At the end of the 1996-97 school year, the U.S. Department of Labor, Atlanta, became the only federal agency to win the prestigious A+ Award from the Atlanta Partners for Education. The department's efforts in tutoring, mentoring, and other activities were recognized at a locally televised annual awards luncheon.

The A+ Awards are given annually to only eight of 360 private businesses, government departments and non-profit organizations who partner with the 97 Atlanta public schools to help students achieve scholastic and personal success.

One of the highlights of Region IV's program was the Promise Shop, which involved 24 students from Grady High School personally mentored by DOI volunteers who worked with them on activities related to their plans for the future. As a result of this interaction, all 24 participants were accepted to the college or university of their choice.

Photo _____

Carol Gaudin, regional director for OFCCP, who has served as chair of the Adopt-A-School program for nearly 10 years, accepted the award on behalf of the Labor Department. Also representing the department was Selwyn White of PWBA who, in his role as coordinator of the program for the past two years, has mobilized large numbers of dedicated DOI volunteers.

pg 5

5
TINT BOX #8

DC Summer Initiative

The Department of Labor in partnership with the National Council for Negro Women sponsored the D.C. Summer Initiative. From July 14, 1997 -- August 8, 1997, fifty students from Hart Middle High School and Simon and Green Elementary Schools participated in this 4 week academic enrichment program. DOL employees participated as volunteer tutors in the D.C. Summer Initiative, which is part of the President's D.C. School Initiative. Volunteers tutored the students in math, grammar and composition or served as chaperones on field trips.

Training on tutoring and mentoring techniques was provided by the National Council of Negro Women. If you have any questions about the program, please call or send e-mail to Dani Fofanah (Fofanah-Dani@dol.gov) or Elaine Jackson (Jackson-Elaine@dol.gov). They can be reached on (202) 219-3727.

OPTIONAL FORM 99 (7-90)

**SOCIAL SEC**

Office of the Commissioner

FAX TRANSMITTAL

of pages ▶

To <i>Deana Fortuna</i>	From <i>Hazel Drummond</i>
<i>Cynthia Rice</i>	Phone # <i>410-965-343</i>
Dept./Agency	
Fax # <i>202-456-7431</i>	Fax #
NSN 7540-01-317-7388	5099-101
GENERAL SERVICES ADMINISTRATION	

October 15, 1997

MEMORANDUM FOR THE HONORABLE ERSKINE B. BOWLES

FROM : Kenneth S. Apfel *Kenneth S. Apfel*
 Commissioner of Social Security

SUBJECT: Social Security Administration's Weekly Report --
 October 20 - 31, 1997--INFORMATION

KEY AGENCY NEWS

General Accounting Office (GAO) Final Report on SSA's Actions to Achieve year 2000 Information Systems Compliance: GAO is expected to release this report by the end of October in response to a request by Chairman Bunning of the House Subcommittee on Social Security and Chairman Grassley and Senator Breaux, Ranking Minority Member, Senate Special Committee on Aging, that GAO review SSA's actions to achieve year 2000 information systems compliance. GAO reported that SSA had made significant progress and was regarded as a Federal leader in addressing year 2000 issues. However, GAO reports that the Agency remains at risk that not all of its mission-critical systems, i.e., those necessary to prevent disruption of benefit payments, would be corrected before the year 2000. Particular risks cited by GAO include State disability determination service systems that have not been fully assessed for compliance, and ensuring that critical data exchanges with Federal and State agencies are year 2000 compliant. SSA agreed with GAO's recommendations and will respond to a variety of actions geared to addressing the Agency's risks.

CONGRESS

Hearing on the Future of Social Security. On October 23, the Social Security Subcommittee of the House Ways and Means Committee (Chairman Bunning) will hold another in a series of hearings on the future of Social Security. This hearing will focus on public opinion polls and what the public thinks about Social Security. SSA has not been invited to testify. Significant media interest is expected.

Hearing on European Pension Systems. On October 23, the Senate Committee on the Budget (Chairman Domenici) will hold a hearing on lessons the United States can learn from European solutions to problems with their pension systems. SSA has not been invited to testify at this hearing. Significant media interest is expected.

OTHER AGENCY NEWS

SSA Participation in Back-to-School School Supplies Drive: On October 16, Commissioner Apfel will visit Winfield Elementary School in Randallstown, MD to donate school supplies as part of SSA's first annual "Back-to-School School Supplies Drive." SSA employees donated 23,000 school items, which will be distributed to five locations, including Winfield Elementary School. This initiative was undertaken as part of the President's Summit for America's Future.

Supplemental Security Income (SSI) Symposium: On October 23 and 24, SSA's Office of Policy and Planning and the University of Maryland at Baltimore County (UMBC) will conduct a symposium to discuss issues that the SSI program will face in the future. The University will host distinguished experts and scholars who will focus on national developments in social welfare policy philosophy, special problems of the poor, aged and disabled, employment, and issues related to health care eligibility. SSA will use the information gained from the symposium to help shape the SSI policy research and analysis agenda for 1999 and beyond.

PRESS/MEDIA INQUIRIES

CNN Interview on Agency Goals and Priorities: On October 17, at 4:45 p.m. eastern standard time, Commissioner Apfel is scheduled to do a live television interview with CNN. Lou Waters of "CNN Early Prime" will interview the Commissioner on his goals and priorities for the Agency.

COMMISSIONER'S SCHEDULE

- o No travel scheduled for this period.

America's Promise Self-Evaluation Report Cards

Organization: Department of Veterans Affairs

CEO and/or President: John Hanson

Organization Point-of-Contact: Jim W. Delgado, Director,
Voluntary Service Office (162)

To date, what progress has been made in fulfilling your commitment? In particular, has your organization implemented a specific plan? Retained staff? Organized an internal task force? What are the initial results?

Youth recruitment initiative has been incorporated into national goals of VA Voluntary Service Program. The initiative has been communicated to all member organizations to seek their support.

Youth recruitment and retention is the topic for a workshop at the annual meeting of the Voluntary Service National Advisory Committee to be held in Albuquerque, New Mexico on October 22-25, 1997. Plans are in place to continue involvement of a field staff task force to explore potential audiences and to communicate the plan.

Positive response has been noted from Veterans Service Organizations and other members of National Advisory Committee. Modest increase in youth participation is noted since Summit was held in April.

How is your organization keeping track of its commitment?

The Voluntary Service program has a comprehensive volunteer timekeeping data system that helps to identify participants and productivity. This data can be monitored at the local facility level as well as the national level.

Are you currently working with a strategic partner (e.g., a non-profit organization or foundation) to assist you in completing your commitment?

We are currently working with elements of the Voluntary Service program in our medical centers and outpatient clinics. We are in the process of communicating our goals to our 350 organizations that participate as members of local VA Voluntary Service committees. Special efforts are being directed to major Veterans Service Organizations, particularly those with youth programs.

**FAX****Jim W. Delgado****Director, Voluntary Service Office (162)****Fax: (202) 273-9040****Phone: (202) 273-8952**Date: 10-2-97To: Diana Fortuna
Domestic Policy CouncilFaxphone: _____ Pages including cover: 2Remarks: As requested.



Office of Policy Development
United States Department of Justice
10th and Constitution Ave. NW
Washington, D. C. 20530

TO: Diana Fortuna

FAX: 456-7431

FROM: Nancy Miller

VOICE: (202) 514-3116
FAX: (202) 514-2424

Total Pages (excluding this cover): 5

Additional Message:



UNITED STATES DEPARTMENT OF EDUCATION

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Date: October 1, 1997

No. of Pages (w/ cover): 5

To: Diana Fortuna

Fax: 456-7431

From: Chris Smith

Fax: 202-401-8607

Comments: Attached please find our update
for America's Promise. If you have any questions,
please call me at 401-1012. Thanks.

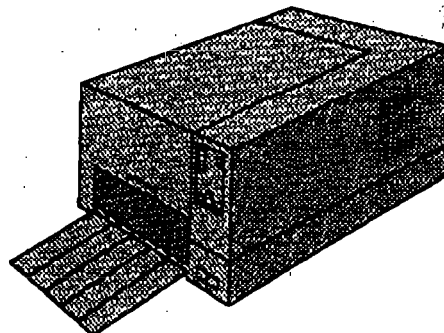
Fax Cover Sheet

Phone: 202/586-5687 Fax: _____

Phone: 456-5570 Fax: 456-7431

of Pages (including this sheet) 4

Note: _____





Department of Energy

Washington, DC 20585

25 SEP 1997

MEMORANDUM

TO: Diana Fortuna
Domestic Policy Council

FROM: Thomasina Mathews *Thomasina F. Mathews*
Deputy for Corporate Human Resources Initiatives

SUBJECT: Questionnaire: America's Promise

Enclosed, please find the Department of Energy's response to the questionnaire which you distributed on September 23, 1997. Our response provides an update regarding the Department's efforts in the field of community service, particularly with respect to the four (4) commitments which Secretary Peña has made.

I hope this proves responsive to your needs. If you have any questions, or if you would like any additional information, please feel free to contact me at 202/586-5610.

Attachment



Alta-gen'ly positive
POTUS - crusade 5 goals; if he owned, legacy
1/2 to all - wtrw do w/s jobs
- thinks P went soft on call pres's
OFFICE OF PUBLIC LIAISON - Next 2-3 wks

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Please deliver to:

DIANA FORTUNA

Organization:

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Melinda Baskin Hudson

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Message

The Corporation's commitment
 status report — a day late
 but here.

If you'd like for me to email
 you, just send me a blank one
 please @ mhudson@cns.gov—

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention



OJJDP

Office of Juvenile Justice and
Delinquency Prevention

FAX TRANSMITTAL SHEET

DATE: 8/25/97TO: G. Manza, L. West, C. Milton, G. Riley,
R. Spillet, S. Stroud, D. Fortuna, M. KlinkFAX NO.: () 456-7431 TELE. NO.: () _____FROM: SHAY BILCHIK
ADMINISTRATOR
OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
633 INDIANA AVENUE, N.W., ROOM 742
WASHINGTON, D.C. 20531

OR

Sarah Ingersoll 616-3650

FAX NO.: (202) 307-2093

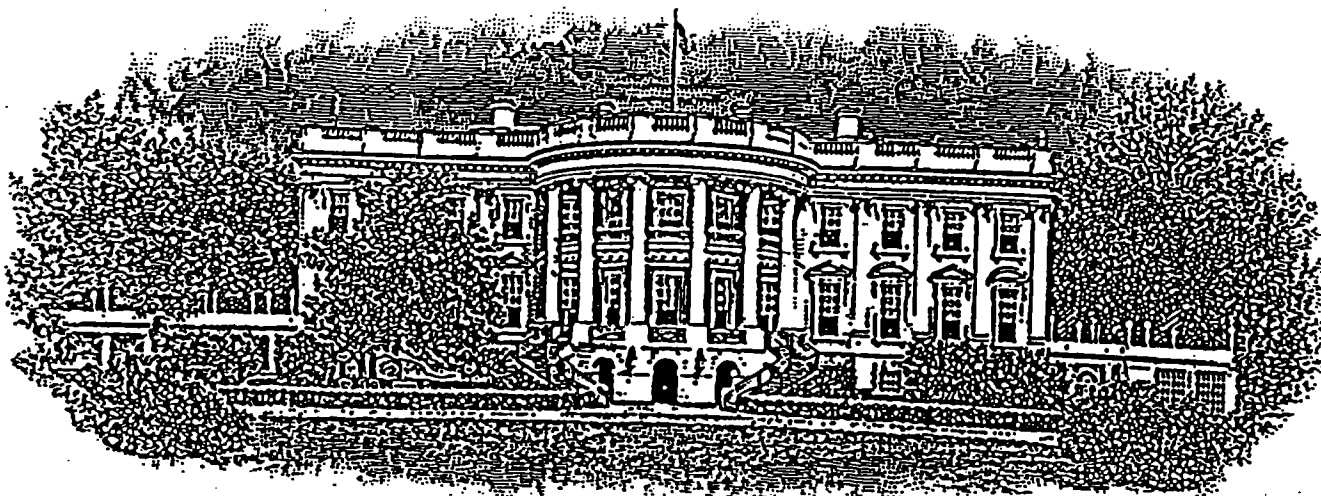
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INFORMATION: _____

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THANK YOU.

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Jeff Wender, Lisa Pappas

FAX NUMBER: 7-684-7328

TELEPHONE NUMBER: _____

FROM: Diana Fortune

TELEPHONE NUMBER: 202-456-5570

PAGES (INCLUDING COVER): C+48

COMMENTS: Sorry this is getting to you
late - I was out sick. Hope
it's useful. I will probably have more
soon.